State of Iowa's
Early Literacy Alternate Assessment
The Dynamic Learning Maps Aligned K-3 Early Literacy Alternate Assessment

Instructional Support Webinar
"Unpacking" Scale 2

Resources

The DLM Aligned K-3 Early Literacy Alternate Assessment Manual

The Dynamic Learning Maps Aligned
K-3 Early Literacy Alternate Assessment
Manual

August 2016

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Iowa Core ELA Essential Elements "Unpacked"

Iowa**CORE**

Essential Elements
English Language Arts
For Students with
Significant Cognitive Disabilities
"Unpacked"

June 10, 2015

Learning Outcomes

- Scale Outcome
- Essential Elements Assessed
- Achievement Levels within the Scale
- Instructional Targets at Each Grade Level
- Instructional Descriptions
- Comprehensive Literacy Instruction Framework

Scale 2:
Outcome
Essential Elements Assessed
Achievement Levels

Scale 2- Outcome

<table>
<tr><td colspan="2">Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.</td></tr>
<tr><td colspan="2"><u>Kindergarten Essential Elements Addressed</u>
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</td></tr>
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EE.RL.3.3 Identify the feelings of characters in a story.</td></tr>
</table>

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.

Kindergarten Target>>>>>>>>>>

First Grade Target>>>>>>>>>>

Second Grade Target>>>>>>>>>>

Third Grade Target>>>>>>>>>>

Scale 2- Essential Elements Assessed

Scale 2: Reading Literature: Key Ideas and Details K-3 Outcome: The student can identify characters, settings, and actions in stories.
Kindergarten Essential Elements Addressed *EE.RL.K.3* With guidance and support, identify characters and settings in a familiar story.
First Grade Essential Elements Addressed *EE.RL.1.3* Identify characters and settings in a familiar story.
Second Grade Essential Elements Addressed *EE.RL.2.3* Identify the actions of the characters in a story.
Third Grade Essential Elements Addressed *EE.RL.3.3* Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

Scale 2- Special Note

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.

Kindergarten Target>>>>>>>>>>

First Grade Target>>>>>>>>>>

Second Grade Target>>>>>>>>>>

Third Grade Target>>>>>>>>>>

Scale 2- Achievement Levels

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

Scale 2- Emerging

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

Scale 2-Increasing Specificity & Rigor Across the Levels

Scale 2: Reading Literature: Key Ideas and Details	
K-3 Outcome: The student can identify characters, settings, and actions in stories.	
<u>**Kindergarten Essential Elements Addressed**</u> ***EE.RL.K.3*** With guidance and support, identify characters and settings in a familiar story.	
<u>**First Grade Essential Elements Addressed**</u> ***EE.RL.1.3*** Identify characters and settings in a familiar story.	
<u>**Second Grade Essential Elements Addressed**</u> ***EE.RL.2.3*** Identify the actions of the characters in a story.	
<u>**Third Grade Essential Elements Addressed**</u> ***EE.RL.3.3*** Identify the feelings of characters in a story.	

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

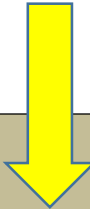# Instructional Targets

Scale 2- Kindergarten Target

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.

Kindergarten Target>>>>>>>>>>

First Grade Target>>>>>>>>>>

Second Grade Target>>>>>>>>>>

Third Grade Target>>>>>>>>>>

"Unpacked Essential Elements"
RL.K.3

Kindergarten English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	**EE.RL.K.1** With guidance and support, identify details in familiar stories.	**Concept:** Stories contain details that the reader can use to understand the text.
RL.K.2 With prompting and support, retell familiar stories, including key details.	**EE.RL.K.2** With guidance and support, identify major events in familiar stories.	**Skills:** Identify details, identify major events, identify characters and setting
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**EE.RL.K.3** With guidance and support, identify characters and settings in a familiar story.	**Big Idea:** Key information is explicitly stated in stories. **Essential Questions:** What does the story tell me? Do I remember all of the important details? If I don't remember, what can I do? Who is in the story? Where does the story happen?

Scale 2- First Grade Target

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.

Kindergarten Target>>>>>>>>>>

First Grade Target>>>>>>>>>>

Second Grade Target>>>>>>>>>>

Third Grade Target>>>>>>>>>>

"Unpacked Essential Elements" EE.RL.1.3

First Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Key Ideas and Details		
RL.1.1 Ask and answer questions about key details in a text.	**EE.RL.1.1** Identify details in familiar stories.	**Concept:** *Stories contain details that the reader must remember.*
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**EE.RL.1.2** With guidance and support, recount major events in familiar stories.	**Skills:** Identify details, characters, and setting. Recount major events.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	**EE.RL.1.3** Identify characters and settings in a familiar story.	**Big Idea:** Key information is explicitly stated in stories. **Essential Questions:** What does the story tell me? What are some of the events that happened in the story? If I don't know or remember, what can I do? Who is important in the story? Why are they important? What is the setting of the story?

Scale 2- Second Grade Target

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
					Kindergarten Target>>>>>>>>>					
					First Grade Target>>>>>>>>>					
						Second Grade Target>>>>>>>>>				
									Third Grade Target>>>>>>>>>	

"Unpacked Essential Elements"
RL.2.1

Second Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Key Ideas and Details		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**EE.RL.2.1** Answer who and where questions to demonstrate understanding of details in a familiar text.	**Concept:** *Stories have details.*
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**EE.RL.2.2** Using details from the text, recount events from familiar stories from diverse cultures.	**Skills:** Answer who and where questions; recount (using past tense verbs) events in familiar stories; identify character's actions.
RL.2.3 Describe how characters in a story respond to major events and challenges.	**EE.RL.2.3** Identify the actions of the characters in a story.	**Big Idea:** It is important to use key details to build understanding of stories. **Essential Questions:** Who is in the story? Where do the events take place in the story? What is the character doing? If I don't remember, what can I do?

Scale 2- Third Grade Target

Scale 2: Reading Literature: Key Ideas and Details
K-3 Outcome: The student can identify characters, settings, and actions in stories.

Kindergarten Essential Elements Addressed
EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

First Grade Essential Elements Addressed
EE.RL.1.3 Identify characters and settings in a familiar story.

Second Grade Essential Elements Addressed
EE.RL.2.3 Identify the actions of the characters in a story.

Third Grade Essential Elements Addressed
EE.RL.3.3 Identify the feelings of characters in a story.

NOTE: Each of the behaviors described below must be demonstrated during shared or independent reading of literature text.

Emerging	1	2	3	4	5	6	7	8	9	10
Student is working toward skills in Level 1.	W/GS expresses interest during shared reading.	W/GS engages actively in shared reading of stories.	W/GS expresses recognition of familiar stories.	W/GS identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feeling of characters in a new story.
Kindergarten Target>>>>>>>>>>										
First Grade Target>>>>>>>>>>										
Second Grade Target>>>>>>>>>>										
Third Grade Target>>>>>>>>>>										

"Unpacked Essential Elements"
RL.3.1

Third Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.	**Concept:** Stories have details.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**EE.RL.3.2** Associate details with events in stories from diverse cultures.	**Skills:** Answer who and what questions; recount events and details from the text; identify character's feeling.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of	**EE.RL.3.3** Identify the feelings of characters in a story.	**Big Idea:** It is important to use key details to build understanding of stories. **Essential Questions:** Who is in the story? What happened in the story? What were the most important events? How did the characters feel?

Instructional Descriptors

Scale 2- Level 1

1. **With guidance and support (W/GS), the student will (TSW) express interest during shared reading.** Students achieving this score are often just learning to attend and interact during shared reading and may not have a symbolic means of communication. Objects help these students attend and provide a concrete way to help them make meaning from the text, but students scoring a 1 are unlikely to attach meaning to the objects themselves. Students at this level may express interest through gestures, visual attention, purposeful attention to the sound of the adult reading, physically reaching for the book or objects used during shared reading. Examples include:

- Anecdotal note: During shared reading today, TS looked at the book, tensed up and made a sound that indicated he was excited to read the book. When I picked up the puppet representing Peter from the "Snowy Day" he brushed his hand at it and smiled. (Note; picking up the puppet while saying Peter is a form of guidance and support)
- Picture with note: The picture shows TS touching the frog. The note says, "TS touched the frog and looked at me when I held the frog and said Frog, while reading "Frog and Toad". (Note holding the frog in front of the student is a form of guidance and support)

Scale 2- Level 2

2. With guidance and support (W/GS), the student will (TSW) engage actively in shared reading of stories. Students scoring a 2 are beginning to engage more actively during shared reading interactions and demonstrate recognition of objects after they are used repeatedly across multiple readings of a familiar text. The objects continue to have more meaning than the book itself, but the familiar text serves as an important context in learning that the object represents something. Students scoring a 2 may demonstrate engagement by filling in a repeated line, pointing to pictures, responding to favorite pictures or parts, requesting that someone read to them, or otherwise interacting with an adult about the book during shared reading. Examples include:

- Anecdotal note: During shared reading today, TS looked purposefully at the mitten that was on the table when I read, "The fox entered the mitten..." After that he waved it around each time I read "the mitten" with great exaggeration and an expectant pause (Note: The exaggeration and expectant pause are forms of Guidance and Support).
- Anecdotal note: When I picked up the book to read, TS pointed to the cover and expressed excitement or anticipation to read the book. TS also looked at the basket of objects used during shared reading and at me with anticipation.
- Video clip: The video shows TS reaching out for the book, vocalizing, smiling, and laughing as the teacher reads the book, includes sound effects, and barks like a dog each time the dog appears in the book. (Note: Guidance and support here includes all of the sound effects the teacher uses to maintain the child's attention).

Scale 2- Level 3

3. With guidance and support (W/GS), the student will (TSW) express recognition of familiar stories. Students scoring a 3 can demonstrate recognition of a familiar text in several ways. The student might recognize the familiar text when the teacher picks it up to read. The student might get the book from a pile of books when asked to retrieve it. The student might demonstrate recognition by anticipating what is coming. Examples include:

- Anecdotal note: When I picked up the book *Fun Dog* to read, I showed the group the cover. TS pointed to the cover, slapped his leg (his sign for dog), and got excited.
- Anecdotal note: I told the students we were going to sit on the carpet and read *Fun Dog*. As I helped get students settled, TS went over to my desk, got the book and brought it to me.
- Picture with note: The picture shows TS looking at one of two books being presented by the teacher. The note says, 'TS looked right at the book *Fun Dog* when I help it up with another book and said "We're going to read *Fun Dog*. Show me *Fun Dog*."

Scale 2- Level 4

4. With guidance and support (W/GS), the student will (TSW) identify the character (s) and setting(s) in familiar stories. Students scoring a 4 recognize familiar objects and/or symbols. Students scoring a 4 are engaging actively during shared reading and use illustrations, tactile information, or objects/symbols associated with the familiar text to demonstrate that they can identify characters and the setting, but they do not need to understand or use the words setting or character. Through modeling during repeated shared reading of familiar texts, TS can identify the character and setting when someone else says the name. Examples include:

Scale 2- Level 4 (continued)

- Anecdotal Note: On the page with the mitten, TS pointed to the badger when asked, "Show me the Badger." (Note: Asking this on the page with the badger entering the mitten and no other animals in the scene is a form of guidance and support).

- Data form: The form shows that TS correctly indicated inside/outside (the setting) 5 times when asked, "Where is Peter?" while looking at the illustrations in the story, *The Snowy Day*. [Note: looking at the pictures and choosing from just two options is a form of guidance and support.]

- Frequency count: There is a sticky note with 2 tic marks on it and note that reads, "Objects used to represent characters in the story were displayed on the table in front of the student, after I labeled the objects, TS pointed to the object that matched the character on the page being read 2 times today." (Note: labeling each object is a form of guidance and support)

Scale 2- Level 5

5. The student will (TSW) identify the character and setting in familiar stories. *Please note students must do this without any guidance and support.* Students scoring a 5 are actively engaged during shared reading and can identify the character(s) and setting(s) in texts that are familiar as a result of repeated shared reading interactions. Students do not need to understand or use the words character or setting to receive a score of 5. Students can identify using speech, sign, symbols/objects, or illustrations/tactile information in the book itself. Examples include:

- Video: Video shows the group during shared reading and includes TS signing a response to the question, "Who is that?" While the teacher is pointing to the character's picture in the text. Note: the sign is approximated but familiar staff clearly understand the sign TS uses as the answer to the question.

- Data form: The form shows that TS responded correctly to 4 characters and 2 setting questions during the final shared reading of a familiar text.

Scale 2- Level 6

6. The student will (TSW) identify the character and setting in new stories. *Please note students must do this without guidance and support in a new book that is being read for the first time instead of a familiar text that has been read repeatedly.* Students scoring a 6 are actively engaged in shared reading even when the book is unfamiliar (new). They may not be interested in all books, but they are regularly interested and engaged in the shared reading experience. This scale requires students to demonstrate the skill of identifying character(s) and setting (s) in an unfamiliar book, but it does not require the student to use or understand the words character or setting. The student can respond using speech, signs, symbols/objects, or illustrations/tactile information in the book itself. Examples include:

- Data form: The form has character and settings listed down the side and the title of books on the top of each column. Plus and minus marks appear next to each character or setting that is identified correctly during the reading of each book. Note that data on this form is only collected the first time each book is read. Data is scored across the collection of books, and a note on top of the data collection form reminds adults to ask, "Who is that?" and "Where is/are he/she/they?"
- Picture: There is a picture of the display on the student's AAC device showing the names of characters and places in the book. There is a note with the picture that says, "TS was asked, "Who is that?" and "Where is s/he?" 6 times during the first reading of this new book. The student responded correctly 5 of the 6 times.

Scale 2- Level 7

7. **The student will (TSW) identify the characters, settings, and major events in the new stories.** *Please note students must now identify characters, settings, and major events in new texts without guidance and support. This is similar to number 6 but has added the additional skill of identifying major events in the new book.* Students scoring a 7 can identify character(s), setting(s), and major events in an unfamiliar book. Students are actively engaged in shared reading and are beginning to identify that stories use patterns which include characters, setting, and one or major event. They can identify characters, settings, and major events using speech, signs, symbols/objects, AAC devices, or illustrations/tactile information in the book itself. The student does not have to use or understand the words character, setting, or event. Examples include:

- Anecdotal Note: While reading *Grandpa's Teeth* I stopped on a page with an illustration showing several of the characters in the story and asked TS to identify Grandpa, TS pointed to Grandpa. On another page I asked, "Where is Grandpa?" The student selected the message *I like to shop til I drop* from her communication device (grandpa was at a store).

Scale 2- Level 8

8. **The student will (TSW) identify actions of characters in new stories.** *Please note that students are identifying actions of specific characters during shared reading of new texts that have not been read before.* Students scoring an 8 are actively engaged in shared reading even when the book is unfamiliar. They can identify characters and major events in texts, and they are now able to identify which actions go with which characters. They can identify actions of characters using speech, signs, symbol/objects, AAC devices, or illustrations/tactile information in the book itself. Examples include:

- Video: Shows teacher reading a text and as she turns a page she asks the question, "What is the Gingerbread boy doing?" The student responds using sign for running.
- Data form and picture: The form has the questions the teacher asks with a response for incorrect and correct responses. The picture shows the display on the student's AAC device showing answers to the questions the teachers asks.

Scale 2- Level 9

9. Identifies feelings of characters in a familiar story. *Please note that students are identifying feelings of specific characters during shared reading of familiar text.* Students scoring a 9 are actively engaged in shared reading even when the book is unfamiliar, but they are demonstrating this new skill in books that are familiar. They can identify characters and major events in texts, and they are now able to identify characters' feelings. They can identify feelings of characters using speech, signs, symbol/objects, AAC devices, written responses that are read to them, or illustrations/tactile information in the book itself. Examples include:

- Video: Shows the teacher reading a text about a character who is very sad until he gets his way and ends up being happy. As the teacher pauses during reading she asks, "how does he feel?" and the student gestures (wiping his eyes) and says, "sad, sad, sad" before the teacher then a repeated line that says, *he was sad, sad, sad.* At the end of the book, the teacher asks, *how does he feel now?* The student replies, "glad, glad, glad." The teacher shows the student a choice board with symbols for 6 feelings and asks, *glad means* _____ *?* and the student points to happy.
- Anecdotal note: The teacher prepared a communication display with six symbols reflecting basic feelings (i.e., happy, sad, scared, mad, frustrated, excited). She has laminated one copy for the students but has a photocopy she is using the keep track of student responses. The photocopy has + and – signs listed vertically down square to indicate the number of times a feeling was identified correctly and incorrectly during the repeated readings of the familiar book. The data show that there are more – signs at the top of each list, but the final 2 or 3 signs in each list are +.
- Data form: The form has the name of texts on top as a header. The top row of the data collection form has the dates that the book was read. Down the left column are the feelings of the characters in the book. The data include tic marks to show the number of times each feeling was identified correctly during each reading.

Scale 2- Level 10

10. Identifies the feelings of characters in a new story. *Please note that students are identifying feelings of specific characters during shared reading of new texts that have not been read before.* Students scoring a 10 are actively engaged in shared reading even when the book is unfamiliar. They can identify characters and major events in texts, and they are now able to identify characters' feelings. They can identify feelings of characters using speech, signs, symbol/objects, AAC devices, written responses that are read to them, or illustrations/tactile information in the book itself. Examples include:

- Video: Shows the teacher reading a text and as she turns a page she asks the question, "How does David feel?" The student responds with the sign for sad.
- Anecdotal note: The teacher prepared a communication display with six symbols reflecting basic feelings (i.e., happy, sad, scared, mad, frustrated, excited). After teaching the lesson, she wrote notes on the board indicating which feelings the student pointed to in response to her questions during the shared reading. The notes clearly indicate that the student correctly pointed to two different feelings but incorrectly identified the third during the shared reading.

"Putting It All Together"
Instructional Framework

Comprehensive Literacy Instruction: A Framework that Supports Iowa Core Universal Tier Instruction and the State of Iowa's Early Literacy Alternate Assessment-*The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment*

Shared Reading- Emergent Literacy/Guided Reading- Conventional Literacy

Daily Shared Reading and/or Guided Reading Insruction

Share Reading is an emergent litearcy intervention that focuses on the interaction between the adult and the student to support student receptive and expressive communication skills and knowledge.

Guided Reading is a conventional literacy intervention intended for those students who know most of their letters most of the time/engage actively in shared reading/have a means of communication and interaction and understand that writing involves letters and words.

Note: Some students may require combined emergent and conventional literacy interventions

Scale 1: Reading Literature & Information Text: Key Ideas and Details

K-3 Outcome: The student can identify details, order two events, and answer who, what, and where questions about details in familiar texts.

Scale 2: Reading Literature: Key Ideas and Details

K-3 Outcome: The student can identify characters, settings, and actions in stories.

Scale 3: Reading Information Text: Integration of Knowledge and Ideas

K-3 Outcome: The student can identify the points the author makes in an informational text.

Writing

Daily Independent Writing and Predicatable Chart Writing Instruction

Emergent writing describes the marks, scribbles, and random selection of letters seen in beginning writers. The Iowa Core Essential Elements (EEs) focus on having students work toward an understanding of writing as a form of communication and the ability to write about information. Emergent writing focuses on those skills represented in the nodes of the Dynamic Learning Maps™ learning map that are identified as being important precursor skills on the way toward conventional writing.

Conventional writing includes methods of writing that use orthography (letters, words) assembled in ways that are meaningful to others. Key conceptual components of conventional writing include an understanding that words are comprised of letters, that words have meanings, and that written words can be put together in order to communicate to others. Key behaviors associated with conventional writing include writing letters and words through the use of a traditional writing tool or alternate pencil.

Note: All students at both the emergent and conventional writing levels are required to have access and the opportunity to use all 26 letters of the alphabet.

Scale 5: Writing: Text Types and Purposes

K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.

Speaking and Listening & Language

Daily Emergent Interventions: Symbol-based Communication

Daily Conventional Interventions: Communication with Symbols + Spelling

Scale 6: Language: Vocabulary Acquisition and Use

K-3 Outcome: The student will use words, signs, or symbols to communicate in real-life situations making connections between words and their use.

Reading (Foundational Skills)
Alphabetic & Phonological Awareness- Working with Words

Daily instruction to focus on alphabet, letter names, letter sounds or others aspects of phonological awareness (rhyme, aliteration, etc.)

Scale 4: Reading Foundations: Letter Identification

K-3 Outcome: The student can select a topic and use drawing, dictating, or writing to compose a message.

Independent Reading- Self Selected Reading

Daily instruction to select a books from a collection of age and ability-appropriate books adapted for independent access

To help students develop the skills to select reading materials that they find interesting

To provide opportunities for students to share and respond to what they are reading

To provide opportunities for teachers to meet with students individually to talk about the books they are reading

To read aloud to students from a wide range of texts

To motivate and excite students about reading

Note: Concepts and skills within scales 1, 2 3, 4 & 6 can be aaddressed and refinforced dring independent reading activities.

"Putting It All Together" Resources

**Comprehensive Literacy Instruction: A Framework that Supports Iowa Core Universal Tier Instruction
and the State of Iowa's Early Literacy Alternate Assessment-*The Dynamic Learning Maps Aligned K-3 Literacy Alternate Assessment***

Dynamic Learning Maps Professional Development Modules Aligned to the Comprehensive Literacy Framework
http://dlmpd.com/

Shared/Guided Reading
Daily Shared/Guided Reading Instruction
Principles of Instruction in ELA
Shared Reading
Teaching Text Comprehension – Anchor – Read – Apply
Generating Purposes for Reading
Directed Reading Thinking Activities & Other Approaches

Writing
Daily or Independent Writing and Predicatable Chart Writing Instruction

Writing: Text Types and Purposes
Writing with Alternate Pencil
Emergent Writing
Predictable Chart Writing
Writing about Information
Writing: Production and Distribution (conventional writers)
Writing: Getting Started with Narrative Writing

Speaking and Listening & Language
Daily Emergent Interventions: Symbol-based Communication
Daily Conventional Interventions: Communication with Symbols + Spelling
Speaking and Listening
DLM Core Vocabulary and Communication
Symbols
Beginning Communicators
Supporting Participation in Discussion

Reading (Foundational Skills)
Alphabetic & Phonological Awareness- Working with Words
Daily opportunities to focus on alphabet, letter names, letter sounds or others aspects of phonological awareness (rhyme, aliteration, etc.)

Independent Reading -Self Selected Reading
Daily instruction to select a books from a collection of age and ability-appropriate books adapted for independent access
To help students develop the skills to select reading materials that they find interesting
To provide opportunities for students to share and respond to what they are reading
To provide opportunities for teachers to meet with students individually to talk about the books they are reading
To read aloud to students from a wide range of texts
To motivate and excite students about reading

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Students with Significant Disabilities

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